

A Practical Study of Flipped Classroom in University English Teaching

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Abstract: Flipped classroom teaching differs from traditional teaching models in that it is student-led. Students acquire relevant learning knowledge and skills of using online or offline learning materials under the guidance of teachers. In order to better promote the application of flipped classroom in teaching, teachers need to improve their teaching ability and enrich their subject content knowledge, and students also need to have the ability to learn independently, not only to find suitable learning materials, but also to share this knowledge with other students. Thereupon, the flipped classroom teaching model can truly reflect the development of real English learning ability of teachers and students.

Keywords: University English teaching; Flipped classroom; Teaching methods

With the rapid development of Internet technology, the progress of science and technology has invaded all fields of education, which has had a significant influence on university English teaching, changed teaching concepts and teaching methods, and brought new opportunities and challenges to teachers. The flipped classroom is a new teaching model and the future trend of university English teaching. The application of flipped classroom teaching mode changes the teacher-student relationship in traditional teaching, embodies the concept of student-centered learning, and cultivates students' independent learning awareness and ability.

1. The Flipped Classroom and Its Theoretical Foundations

Under the "flipped classroom" teaching mode, students are the main body of learning activities, teachers should encourage students' independent and inquiry-based learning, allow students to use new electronic tech products to learn effectively, and teachers have the responsibility to guide students and promote students' all-round and healthy development. In this form of teaching, students learn to use the Internet and mobile phones to learn the course content, summarize materials from different sources, and complete basic learning before class. In the classroom, students can absorb what they have learned and practice with the help of their classmates to deepen understanding and strengthen memory.

Since students have extensive learning before class, they become pioneers in constructing knowledge through exploration, rather than passively accepting knowledge as before, this form of teaching enables students to learn more actively, strengthen their ability to understand knowledge, form their own learning methods through independent learning, use electronic software, and widely collect relevant learning materials, thereby deepening their understanding of learning. In this form of teaching, teachers transfer knowledge from the classroom to the outside of class, allowing students to acquire knowledge before starting class. Teachers no longer direct the classroom, but plan what to learn before class, make a learning plan, and guide students to learn effectively through methods. Students can take advantages of the Internet to independently explore and absorb knowledge, find information they are interested in, discuss in small groups, strengthen learning, and build a knowledge system through interactive communication and in-depth discussion of knowledge concepts.

2. The Role of "Flipped Classroom" in University English Teaching

2.1 It Helps To Improve The Teaching Level Of English Teachers

Against the backdrop of changing educational philosophies, concepts and approaches, "flipped classrooms" have gained great attention. It allows teachers to quickly achieve teaching goals, stimulate and cultivate students' independent learning ability, expand teachers' teaching concepts, and allow students to put more energy and attention into English learning. This teaching method fosters camaraderie between teachers and students and eliminates the teacher-student conflict that occurs in traditional teaching methods. Thanks to its long-term role, flipped classrooms improve teachers' teaching efficiency and help improve teaching standards.

2.2 Promote the Reform of English Teaching

Educational reform has always been a critical issue in education and plays an essential role in the quality of education and teaching ability of students. Promoting the improvement of the quality of higher education is an arduous task in the reform of higher education. With the development of flipped classroom teaching, the original educational concept is no longer enough to support the development of the entire teaching activities, the change of educational concept has hugely promoted the process of educational reform, flipped classroom as a new educational concept has been recognized, injected new impetus into the reform and development of colleges and universities, not only optimized the educational structure, but also promoted the development of educational concepts and the development of the entire educational undertaking.

3. The Direction of University English Teaching Reform based on the “Flipped Classroom” Model

3.1 Change Traditional Teaching Forms and Strengthen Independent Learning

In the past, teachers usually explained knowledge on the teaching platform, and students could only passively acquire knowledge, which was easy to polarize students in the learning process. Thereby, the teacher explains step by step, and authorizes students to choose the learning content according to their own level, so that students skip the knowledge they have mastered, ask more and learn more, listen and watch more, and choose to learn when students encounter knowledge that they do not understand or cannot understand. In this way, students have the motivation to learn, and those with different foundations will improve their knowledge. On the other hand, teachers can also help students solve problems as much as possible by matching the lessons to students' abilities and enhance the effectiveness of English teaching.

3.2 A Real Change in the Roles of Teachers and Students

The use of flipped classrooms can change the approach to English teaching to some extent, such as combining in-person and online learning, improving students' standing in the classroom and taking into account students' personal development, encouraging inquiry-based learning. Hence, changing the roles of teachers and students can not only improve the effectiveness of English teaching, but also change the traditional teaching mode so that students can really improve their English. Taking *Public Attitude towards Science* as an example, before starting teaching, teachers should upload relevant teaching materials to the online platform for students to preview in advance. Teachers stimulate self-directed learning by asking students to think about “what are the possibilities of solving scientific problems such as acid rain, the greenhouse effect, or nuclear weapons.” After that, teachers give the main position of the classroom to students, let students discuss, interact, cooperate, explore, let students become the protagonists of the English classroom, fully express their own views, in order to improve students' perception of learning experience, cultivate students' language expression ability and independent thinking ability, and truly achieve the teaching target of “flipped classroom”.

3.3 Strengthen Teacher-student Interaction and Reduce Student Anxiety

The teaching mode of “flipped classroom” respects the individual differences of each student from the perspective of students, optimizes learning materials, and focuses on reducing students' anxiety and stress caused by learning disabilities. By flipping classroom teaching, teachers can use information technology to diversify the format and content of lessons, increase students' interest in learning, and facilitate real-time teacher-student interaction. In *The Company Man*, for example, teachers can post pre-class videos on online learning platforms for students to review and discuss, so that students can better prepare and teachers can better understand students' ideas to provide more targeted lessons. Combined with pre-lesson preview materials, teachers can explain to students what stress and anxiety are in the learning process, and reduce students' anxiety levels to a certain extent by talking to students about the harm of behaviors such as stress, anxiety, overwork, and staying up late. After class, teachers can guide students to explore other resources in the essay, expand students' knowledge, and ask questions about “Who works the hardest?” to have a group discussion. This is a great way to maximize student learning efficiency. Through watching videos, class Q&As, and interactive communication, students have a deeper understanding of the dangers of bad habits, and the discussion process also brings students closer to teachers and reduces students' anxiety.

4. Contextualize English Course Content Using a Cloud-based Online Platform

For university English teaching, all colleges and universities have online network software such as cloud classroom and smart classroom APP as the basis for teaching and teaching, and there are also course software that can be used to produce online education content that meets course requirements and student needs. The process of organizing English course content is also the process of creating

English classroom contexts. For example, teachers can create teaching scenarios based on listening and reading comprehension in each unit/chapter, and create videos of flipped classrooms within 20 minutes. By asking students different questions and presenting them on the online platform in the form of PPT, students can understand the key content of each lesson and answer students' English learning questions on the online platform or class.

5. Innovate the English Teaching Content and Methods of the Flipped Classroom

As a hybrid teaching model, English flipped classroom is student-centered, and the original "didactic teaching" curriculum should be reformed and updated, and the teaching content and learning activities should be managed through the online learning platform to realize the internalization of English teaching content. For example, in the current teaching of "University English" and "New Vision University English Comprehensive Course", you can first collect various English materials on the Internet, and according to the basic knowledge of English and the learning situation of students, multi-English course knowledge can be sorted out in layers to form text content. In this way, students can learn English independently before class. Teachers should let students focus on communication, answer questions online, participate in a series of extracurricular English communication and practical activities, and provide students with guidance on standardized English listening, pronunciation, oral communication and writing skills, so that students can develop their professional skills to meet the needs of society.

6. Conclusion

Flipped classroom is a new non-traditional teaching method, with the popularization and application of the Internet, flipped classroom will become an important method of university English and even all subject education reform. The flipped classroom promotes the cultivation of students' ability to discuss freely, think independently and learn independently, and improves students' initiative and enthusiasm to participate in English classes. In the practice of flipped classroom teaching, teachers need to pay attention to curriculum construction, raise academic and reasonable issues before teaching, organize relevant classroom activities, and timely feedback the teaching effect. In a word, flipped classroom teaching practice is a significant way to improve students' learning initiative, which can provide reference for future college education reform.

References

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